

Self-Leadership, Self-Efficacy, and Academic Performance in Undergraduate Students and Peer Mentors
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This study investigates the role of self-leadership and self-efficacy on the academic performance of students—specifically academic peer mentors. It investigates if undergraduate academic peer mentors differ from comparable students in terms of self-leadership and self-efficacy as well as in general academic performance. Self-leadership is a construct based on how well a person can utilize cognitive and behavioral strategies to manage their own development while academic self-efficacy refers to a person's belief in their academic competency. We hypothesize that peer mentors will have higher scores on the revised self-leadership questionnaire (RSLQ) and academic self-efficacy as well as higher levels of academic performance as evidenced by GPA and specific academic self-report questions. This study also seeks to understand self-efficacy as a mediating variable between self-leadership and academic performance. We hypothesize that self-efficacy will mediate self-leadership and academic performance in this context. Results from this study will be meaningful for students in academic leadership positions as well as comparable peers, and it is anticipated the results will be used for student growth and leadership development.

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